



504 GUIDELINES STATUS REPORT

New guidelines governing the implementation of Section 504 of the Rehabilitation Act of 1973 are currently under review by the Office of Management and Budget (OMB) and could be released by early November. Section 504 protects people from being discriminated against because of disability. Section 504 regulations were issued first in 1977 and have had a major impact on making American colleges and universities accessible to qualified disabled people. If the OMB complies with an Executive Order to complete their review within 60 days, the guidelines could be sent to the Attorney General at the Department of Justice for his review and approval by October 31. At that time the guidelines will be published in the Federal Register and a period of public comment will begin. The Department of Justice anticipates that this period will be 120 days or more during which 10 regional hearings will be held. After October 31, 1982 request information and/or copies of the guidelines from the Department of Justice, Civil Rights Division, Coordination and Review Section, 10th and Pennsylvania Avenue, Washington, DC 20530.

FUNDING SOURCES FOR PROGRAMS

Money specifically for higher education and the handicapped has always been in short supply, but it does exist. For example, two Department of Education programs (Regional Education Program and Field Initiated Research) have announced the availability of funds for continuation awards. The National Institute for Handicapped Research announced its funding priorities and expects to make about 35 awards. The HEATH Resource Center can provide you with contact persons for these programs. Detailed below are two programs for stretching sparse resources.

THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

The Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education supports a wide range of projects seeking to improve both access to and quality of postsecondary education. Over the years FIPSE has provided seed money to establish and improve action-oriented projects including

some serving disabled postsecondary students. FIPSE supported projects have served students who are deaf, learning disabled, physically disabled, and homebound students.

FIPSE encourages the submission of proposals serving the disabled postsecondary community, but competition for FIPSE dollars is stiff. Applicants must show an improvement over current practices—on a national as well as local level. A solution to a problem in the applicant's local setting must be usable by others with the same or similar problem in their settings. Applicants must know what others are currently doing to solve a given problem as a backdrop for proposing their solution. The best designed applications are those with a problem solving approach: what is the problem; how have others tried to solve the problem; what solution is being proposed; what are the steps to accomplish the solution; and how will the applicant know if the project has been successful? Before writing a comprehensive proposal, contact Diana Hayman, Program Officer, FIPSE, Room 3100, 7th and D Streets, SW, Washington, DC 20202. (202) 245-8091. She can provide details about eligibility and application procedures.

NATIONAL ASSOCIATION FOR THE EXCHANGE OF INDUSTRIAL RESOURCES

Not all funding need come in direct dollars! The National Association for the Exchange of Industrial Resources (NAEIR) is a non-profit organization which, since 1976, has distributed free industrial surplus and individual gifts-in-kind to non-profit organizations including hundreds of colleges and universities. Donations have included new materials such as 12 1/2 million roof nails, hundreds of tools, and matching porcelain sinks and tubs. Used equipment is accepted for donation if it is in good condition. Donated used materials have included office furniture, electric typewriters, recorders, vans, bleachers, and computers. While available materials are not necessarily items specifically for disabled people, they can help a college or university save hundreds of thousands of dollars.

Members of NAEIR are eligible to receive free (except for shipping cost) products which are donated. Membership is open to all recognized schools and other non-profit organizations. Dues of \$250 for a twelve month period entitle members to receive a bi-monthly bulletin which describes currently available materials. At the time of application members are encouraged to

INFORMATION FROM

Higher Education and the Handicapped Resource Center
a national clearinghouse on postsecondary education for disabled people
a program of the American Council on Education funded by the U.S. Department of Education

HEATH RESOURCE CENTER

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present NAEIR with a "wish list" so that desired items can be scouted by NAEIR. Disabled student service providers as well as disabled students and campus organizations who work with the central purchasing official at their institution can receive these gifts and save hundreds of thousands of dollars just as the 1100 member institutions are currently doing. For complete information, contact Norbert C. Smith, President NAEIR, 550 Frontage Road, Northfield, IL. 60093. (312) 466-9111.

EMPLOYMENT INCENTIVES

In addition to becoming sensitive to and aware of the abilities of disabled students whom they counsel, Career Planning and Placement officers need to have facts at their fingertips that make financial sense to prospective employers. Such information can provide incentives for these employers to consider hiring students with disabilities. Several such incentives are discussed below.

Information on Tax Incentives and Tax Shelters for the Employers of Disabled Persons has been gathered by the Nation's Capital Area Disabled Student Services Coalition. For example: **Targeted Jobs Tax Credits** (TJTC) are initiated by the Internal Revenue Service and monitored by the Department of Labor. They are income tax credits earned by employers for hiring employees who belong to protected targeted class. Disabled persons must obtain certification of their disability from the Vocational Rehabilitation Department of the State Employment Service. The employer must have a copy of the certification in order to receive the tax credit. The tax credit, available for 24 months, is 50% of wages up to \$6,000 for the first year and 25% of wages up to \$6,000 for the second year.

The Tax Credit to Businesses for Barrier Removal is part of the Federal Tax Reform Act of 1976 which enables businesses to take a one-time tax deduction of up to \$25,000 for the removal of architectural and transportation barriers. The law has been extended to 1982.

These and five other incentives are described on the **Tax Incentive** sheet which is available from the HEATH Resource Center.

The Harvard Business Review, July-August 1982 issue contains a special report by Gopal C. Pati and Glen Morrison entitled "Enabling the Disabled." The authors state that the number of disabled people of employable age is increasing. "Business managers who have difficulty finding enough people who are willing and able to do work of good quality can look for skilled handicapped people to take some of the positions available. By hiring them, business people would be meeting their legal obligations and personnel needs. No longer need companies empty their treasuries into workman's compensation and disability programs." The authors

cite several national employment programs such as the Projects with Industry (PWI) as well as several companies that have in-house programs for developing the potential of disabled people. These include Minnesota Mining and Manufacturing, Control Data Corporation, and Sears, Robuck and Co.

Pati and Morrison describe several ways in which businesses can make reasonable accommodations for their disabled employees. They cite dollars and cents statistics that any career counselor would be proud to point out to prospective employers: "For 1981, the total earnings of placed employees (in a PWI program) were \$1,675,399. Besides putting money into the economy, that income generated \$355,080 in federal and state income taxes and social security payments. In addition, 61 new employees came off welfare and provided a savings of \$163,389. Since it cost \$149,655 to provide the service, the ratio of costs to value returned was excellent: for every \$1.00 spent to provide the service, the project returned \$11.20." Reprints of this article are available for \$1.00 each from Reprint Service, Harvard Business Review, Soldiers Field, Boston, MA. 02163. (617) 4395-6195. (24 hour service.)

See also the description of **Career Planning and Placement Strategies** in the section called "Available from HEATH."

CAMPUS HIGHLIGHTS

California State University at Northridge (CSUN) has been awarded the 1982 G. Theodore Mitau Award by the American Association of State Colleges and Universities (AASCU) for educational innovation and improvement. The Services for Deaf Students program is one of the five outstanding programs that have been selected by AASCU's committee on Alternatives and Innovation for the award. The CSUN program has been providing extensive support services so that deaf and hearing impaired students can pursue a quality undergraduate and graduate education in a regular university setting. CSUN serves about 200 deaf or hearing impaired students a year. These students have enrolled in about 20% of all classes offered at the University. Over 260 masters degrees have been awarded to deaf students by CSUN since 1964—which is the largest number of such degrees awarded to deaf students by any regular university in the United States.

The College for Living at Metropolitan State College has been funded by the Colorado State Legislature since 1979 and has been instrumental in the development of 30 College for Living Affiliates at post-secondary institutions across the United States. The College for Living (CFL) teaches developmentally disabled adults necessary skills for independent and semi-independent living and provides host campus matricu-

lated students a laboratory/practicum experience as teachers of adults who are developmentally disabled. Classes include money management, shopping on a budget, transportation/mobility training, health and hygiene, human sexuality and others. Volunteer instructors are pursuing degrees in human services, psychology, sociology, education, and industrial arts. About 100 adults, ranging in functional level from borderline to trainable, enroll in the classes. As a result of their participation in the College for Living, many developmentally disabled adults are now living in independent settings.

Both the CSUN Services for Deaf Students and the College for Living at Metropolitan State College were originally funded by the federal government and are more fully described in **Federally Funded Programs for Disabled Students: A Model for Postsecondary Campuses** (American Council on Education, 1981) which is available from the HEATH Resource Center.

Kurzweil Reading Machines (KRM) have been donated to 200 colleges and universities across the nation by the Xerox Corporation. This brings to nearly 500 the locations in the United States, England, Canada, and Australia where KRM's are in use. The KRM is an electronic device which can read and voice output nearly any typeface so that blind, visually impaired, and others unable to use regular print can read independently. The machines were initially available at a cost of \$50,000 but increased production has lowered the price to about \$30,000. The KRM organization has developed a procedure which ensures that people with proper training are identified so they can read on any of the publicly accessible machines in the country. KRMs are located at colleges, universities and a number of libraries. For more information about the KRM subscribe at no cost to UPDATE, 185 Albany Street, Cambridge, MA. 02139. (617) 864-4700.

Catonsville Community College has become the first postsecondary institution in Maryland to acquire a "Total Talk" computer terminal. This machine provides access to the Data Processing Technology curriculum for blind and visually impaired students. "Total Talk" provides full speech and feedback to the user. Upon graduation from Catonsville Community College, a blind programmer will be able to market him/herself as an independent data processor. It is anticipated that employers will purchase a "Total Talk" as part of the reasonable accommodation made in hiring qualified disabled programmers. For more information, contact Bill Hadlock (301) 455-4714 or Alberta Didier (301) 455-4719 at Catonsville Community College, Catonsville, MD 21228.

Miami Dade Community College has produced a videotape with a set of handbooks called **Think About It: Your Plan of Access** to be used to train college

support personnel to adapt their services for students with disabilities. Handbooks are available in each of the following areas: financial aid, student activities, admissions and recruitment, registration, career and cooperative education. The 36 minute videotape addresses all of these areas. For example, the registrar is shown initially trying to tell a student to go to the next desk to pay her bill as soon as her name is called. The registrar is totally embarrassed to discover that the student is deaf. Each service area person encounters a differently disabled student and reacts to the embarrassment with a determination to learn how to find solutions to common problems each encountered with disabled students. The materials were designed by professionals who are themselves disabled. Disabled students play themselves in the videotape and provide a personal perspective for everyday life on college campuses.

Think About It was shown at the 1982 national conference of Association on Handicapped Student Services Programs in Postsecondary Education (AHSSPPE) to an enthusiastic audience who commented that the video tape was "fast paced, informative, and particularly suited to making support personnel aware of subtle changes in their policies and practices which can make a previously inaccessible service hospitable to students with disabilities." The handbooks are each "upbeat" and succinct—about 20 pages each including about 4 pages of references. They each give suggestions for "making a difference," discuss "what does the law say?" and describe some examples of handicaps. For details about ordering the books and/or videotape contact Promotion Manager, Auxiliary Services, Miami-Dade Community College, 11011 SW 104 Street, Miami, FL 33176. (305) 596-1364.

PLANNING AFTER HIGH SCHOOL

Students with disabilities who are now in or have completed high school, and those who advise them, need to be aware of the many educational and career opportunities which now exist. Disabled students have been successful in a variety of academic, technical, and vocational settings and have entered the work force. One way to investigate options is to examine materials which were designed for the general public (not specifically for disabled people), then determine what adaptations might be necessary for a particular disability, and work with designated administrators to make necessary adaptations.

Handbook of Trade and Technical Careers and Training, issued by the National Association of Trade and Technical Schools (NATTS) is a 48 page document which describes 98 careers that can be learned in two years or less and schools which teach them. The hand-

book, written for the general public, covers tips on career hunting and the importance of selecting training which is accredited. The careers are arranged alphabetically from actor to x-ray technician. A separate listing indicates course length. For example, the locksmith course takes 10 weeks, make-up artist - 8 weeks, bank teller - 32 weeks, floral designer - 10 weeks, x-ray technician - 100 weeks. Complete contact information about each of the schools is provided. The **Handbook** is available free from NATTS, 2021 K Street, NW, Washington, DC 20006-1077. (202) 296-8892.

200 Ways to Put your Talent to Work in the Health Field are described in a pamphlet issued by the National Health Council. Fifteen major areas, such as dentistry, dietetics and nutrition, technical instrumentation, veterinary medicine, nursing and pharmacy are identified. Several subspecialties are also described. Each subspecialty is coded to an organization from which one can get additional information. This is a general pamphlet written for anyone interested in the health field. Single copies are free from National Health Council, Box 40, Radio City Station, New York, NY 10019.

Students whose disabilities have been especially limiting may need professional advice about assessing their needs after high school as they strive toward independence. In addition to the counseling which Vocational Rehabilitation Services can provide, several other programs are available.

The **Independent Living Project (ILP)** of the the Human Resources Center (NY) has recently been established to provide information and referrals to persons with physical disabilities who are in transition from high school to other pursuits. ILP will coordinate information and refer people about personal, social, and environmental aspects of independent living. Whether a disabled person is living in a hospital, in a group residence, in a school, with relatives, or alone, he/she can request information at no cost about housing, transportation, legal rights, and other concerns. The target areas for the ILP are New England, New York, New Jersey, Puerto Rico, and the Virgin Islands. For more information contact Jessica Swirsky, Project Coordinator, Independent Living, Human Resources Center, I.U. Willets Road, Albertson, NY 11507. (516) 747-5400 ext. 1239.

The **Pre-College Assessment Center** within the Handicapped Student Services Office at Wright State University evaluates a disabled person's abilities and assesses his/her needs as they relate specifically to being a student in a postsecondary institution. Most other assessment programs for disabled people are geared to vocational placement, thus the Center is unique in that it works with students who wish to continue their education after high school. Coordinator Susan

Magruder explained that they have developed a "job description" for a student in postsecondary education including task statements and physical and cognitive skill prerequisites. Potential students are evaluated in the areas of Academic/Study Skills, Physical/Personal Care, and Vocational/Career Objectives. For example, one assignment given to clients when they begin the 5 day assessment is to find the **New York Times** edition for the day of one's birth and write an article about some of the events which appeared on page 1. Such an assignment touches on the student's ability to plan ahead and follow through; tests academic skills of research and writing; tests the student's physical and orientation abilities to get around the campus; and the ability to use a newly taught set of instructions (about how to use this particular library).

When weaknesses are identified, potential students have the opportunity to receive remediation in these skill areas at the Assessment Center. For example, in the assignment above, if the student has never used the **New York Times** index or micro film before, the evaluator teaches him/her and perhaps works with the student who may need some adaptation to the usual way of using them. Once the student "learns" the skills, then his ability to use them is tested. Students whose disabilities require it may choose to receive training in independent living skills from the Program for an 8-week period. Clients provide their own transportation to Wright State University, but during the next two years the Assessment and Training Program will not charge a fee to the disabled students who attend since the Program is funded by Special Education Programs, U.S. Department of Education. Participation in the Assessment Program is open to any individual with a severe physical and/or learning disability who is interested in pursuing a postsecondary education. Juniors in high school are especially urged to apply. For more specific information, contact Susan Magruder, Coordinator of Pre-College Assessment Program of the Handicapped Student Services Office, Wright State University, Dayton, OH 45435. (513)873-3329.

NEW RESOURCES

Enhancing Interpersonal Skills: A Workbook for Disabled College Students is an excellent source of self study for people with disabilities who desire to improve their ability to interact socially, in school, and at work. The 160-page workbook is also recommended as material to be used in a course on interpersonal skills. Areas covered include active listening, expressing ideas, handling questions, asserting yourself, starting conversations, and important interviews, among others. The sequence within each chapter suggests activities which encourage active involvement, stimulate discus-

sions, and present real life situations. Each chapter includes an interview with a disabled person that illustrates the point of the chapter and is followed by suggested discussion questions. For ordering information contact Dr. David Katz, CASE Institute for Research and Development in Occupational Education, Graduate School and University Center, CUNY at 33 West 42nd Street, Rm. 1430, New York, NY 10036. Refer to Report #CASE 13-81. The workbook may be purchased from the above address on a cost-recovery/prepaid basis for \$15.00.

Helping Special Student Groups, edited by Lester Wilson, is a paperback sourcebook in the Jossey-Bass series on New Directions for College Learning Assistance. Wilson has assembled people with a variety of experience to address eight areas of concern. The special student groups include those who are underprepared, learning disabled, physically handicapped, and those for whom English is a second language. One article discusses the importance of maintaining academic standards while promoting access. Wilson points out that learning centers have evolved from a focus on remediation and compensatory activities and that in the 1980's they will have to assist a much wider range of people who arrive at college with poor communication and quantitative skills. Learning centers' primary task is to help students to join the ranks of the independent learner. Wilson says, "Getting them to the point of independence in learning and to a stage where they are actively engaged by the academic world around them—where they have entered the mainstream, in other words—is not easy." The various chapters illustrate various ways to achieve that goal. Many people who work with disabled students also work with other special students, and they will find that Wilson's material is especially meaningful and useful. Single copies are available by prepaying \$7.95 plus sales tax in states where appropriate to Jossey-Bass, Inc. Order #CLA8, **Helping Special Student Groups** and mail to Jossey-Bass, Inc. Publishers, 433 California Street, San Francisco, CA 94104.

Meeting the Needs of Students with Disabilities is the subject of the entire Summer 1982 issue of the **Journal of the National Association for Women Deans, Administrators, and Counselors**. Thoughtful essays discuss a variety of ways to help handicapped students succeed in college. One of the contributors identifies herself as disabled and explores the need to find a workable balance between total mainstreaming of disabled students and the provision of specialized services. The college student with epilepsy, a topic long overlooked in terms of service needs, is covered in great detail. "Portraying Persons with Disabilities in Print," guidelines from the Easter Seal Society, is reprinted. The guidelines include terms to avoid as well

as suggestions of positive terms to use. Instead of restricted to, say uses a wheelchair. The **Journal** concludes with a brief "miscellany" section of resources. Single copies of this issue are available for \$6.00 from National Association for Women Deans, Administrators, and Counselors, 1625 I Street, NW, Suite 624-A, Washington, DC 20006.

Avenues to Access, compiled by Disabled Student Services at Kent State University (KSU), is a 165 page record of the diverse efforts of many at KSU who are actively engaged in research, programmatic, and educational activities that have positive impacts on access for disabled individuals on their campus and in the wider community. Each article highlights a reasoned approach to opening programs and increasing understanding of the need to assure full participation for and by persons with disabilities. Part I, Programs and Services, consists of eight articles which describe program techniques being used at KSU in a variety of areas. Part II, Projects and Research, consists of nine articles that illustrate the diversity of research and grant activities which will enhance opportunities for persons with disabilities on the KSU campus and in the community. Part III, Educational Strategies, focuses on training techniques for future professionals who must be sensitive and prepared to address the needs of students and clients who are disabled. **Avenues to Access** is \$7.95 + \$1.05 postage and handling; checks payable to KSU Foundation. Mail to Handicapped Student Services, 102 Administration Building, Kent State University, Kent, OH 44242, Attention Peggy Kile, Clerical Specialist.

AVAILABLE FROM HEATH

All HEATH newsletters and fact sheets are available on tape for people unable to use regular print. The tapes are made by the Washington Volunteers for the Blind at the District of Columbia Regional Library for the Blind and Physically Handicapped, Martin Luther King Library, 901 G Street, NW, Washington, DC 20001. People may request the tapes through their local Regional Resource Library, but that Library must secure the tapes from the Washington, DC library where the master tapes are stored.

Life Safety and the Handicapped: Collegiate Concerns, a packet of papers, brochures, problems/solutions from several colleges, architectural design features, and "Guidelines for Campus Life Safety and the Handicapped," was originally prepared and disseminated last year by the Nation's Capitol Area Disabled Student Services Coalition and described in the HEATH May '81 newsletter. The **Life Safety** Packet is available now from the HEATH Resource Center. To order please prepay \$3.00 to cover costs of reproducing the materials.

Career Planning and Placement Strategies for Postsecondary Students with Disabilities

is a fact sheet prepared by R. Dale Grinder with assistance from Susan Bardellini Forman. The material includes information about projects and programs that demonstrate the most positive and effective career planning and placement strategies on campuses, in federally sponsored programs, and in programs with a national focus. In addition, resource persons are identified. A selected and annotated bibliography conclude the material. Single copies are free from the HEATH Resource Center. A copyable master is available free to those who need to make multiple copies.

Education for Work is a guide to postsecondary vocational-technical education for disabled students prepared by Nancy Stout and Maxine Krulwich. Vocational education is described within the historical and legislative perspectives and then focuses on how the components of a vocational education program can be adapted to include disabled students. Examples from a variety of postsecondary programs illustrate how assessment, curriculum modifications, devices and technology, testing, and job development have been made accessible to students with disabilities. Recommendations are included for administrators, instructors, support staff, and students, and selected resources are annotated. Single copies are free from the HEATH Resource Center and a copyable master can be sent for those who need to make multiple copies.

CALL FOR INFORMATION

FINANCIAL AID AND DISABLED STUDENTS

Accounts of the impact of reduced financial aid on students, faculty, staff, enrollment, auxillary service provision, etc. are requested by the Action Committee for Higher Education. The Action Committee, a coalition of 20 higher education associations including the American Council on Education, has been effective during the past year in keeping in the federal budget as much financial aid for students as possible. The agenda for the coming year includes efforts to defeat further proposals to cut financial aid. The Action Committee would welcome actual examples of the effect of reduced financial aid on disabled students, a group they have not yet explored. Ideas generated from these stories might become part of the 7 public service announcements which are planned for radio transmission, or part of a press kit scheduled for winter dissemination to members of congress, presidents of colleges and universities, public affairs officers, the press, and alumni directors. Send your stories to the HEATH Resource Center or call the Action Committee directly on their toll free line (800) 368-5705.

DISABLED SCIENTISTS

Names and addresses of disabled persons employed as/or studying to be scientists (natural, physical, behavioral, or social), engineers, or mathematicians are needed by the American Association for the Advancement of Science (AAAS) so that they can update the **Resource Directory of Handicapped Scientists**. Since 1975 AAAS has been seeking, using and sharing expert advice from disabled scientists and engineers to open doors to scientific education and careers for disabled persons. Members of the AAAS Resource Group of Disabled Scientists, who now number over 1,000, consult with schools and colleges, employers, legislators, and other disabled persons. Since it was published in 1978, over 10,000 **Resource Directories of Handicapped Scientists** have been distributed throughout the United States, and it is still in demand. Please identify yourself or someone you know who meets the qualifications by sending the name, address, telephone number, disability, occupation or major area of study to Project on the Handicapped in Science, AAAS, 1776 Massachusetts Avenue, NW, Washington, DC 200365. (202) 467-4497 (Voice/TTY). AAAS will contact you and provide more information about joining the Resource Group and being listed in the 1982 edition of the **Resource Directory**. AAAS will not use the names of individual scientists without permission.

QUESTIONS AND ANSWERS

Q. Last semester we had a student who used a wheelchair. Six weeks before her graduation, the student was consulted about the ceremony and agreed to have her diploma brought down to her (the rest of the class came up on the stage to receive theirs) since it would have been unreasonably expensive to put a ramp up to the stage for that day. Now, several weeks after graduation the student has second thoughts and feels she was treated unfairly. Since she feels that way, we feel we might have handled the situation differently. What can you suggest?

A. It might have been a better idea to have talked to the student about possible alternatives and get her involved in finding alternatives for the future instead of asking her if the suggestion you had was o.k. The student probably felt uncomfortable and pressured into her decision the way it was presented. There are a number of alternatives which might have been effective: change the ceremony so that everyone receives the diploma on ground level; rent a ramp or chair lift from a medical supply house for the day; have a permanent ramp built for the stage by the physical plant department or local high school carpentry program.

Q. Our school of design has admitted a foreign student who is deaf. He had completed his first two years

at a community college which did provide interpreters. Most of his work from now on will be studio courses. The student has an F-1 visa—he is a non-resident alien and non-immigrant. What is the college's responsibility to provide interpreters?

A. Of course for legal interpretations you must ask the Office for Civil Rights (OCR). OCR has Regional Technical Assistants in each of the ten federal regions. The telephone number and address for each is listed in our **HEATH 1982-1983 Resource Directory**. We can, however, report the conclusion on this topic which was made by a HEATH Task Force. "Section 504 and its implementing regulations do not exclude foreign students from coverage since the statute applied to 'no otherwise qualified handicapped person in the United States.' It is therefore clear that all students in attendance at a college or university, regardless of whether they are foreign or U.S. citizens, are entitled to programs, activities, and services that are accessible." The Task Force, however, did urge OCR to clarify whether or not provision of auxiliary aides (section 104.42 of the Regulations) applies to non-citizens. As yet, no clarification has been provided. This and 36 other topics are addressed in **Issues and Answers for Implementing Section 504** prepared for the HEATH Project by the National Association of College and University Business Officers and is available free from the HEATH Resource Center.

Q. As an administrator of a state university system I was asked by one of the member colleges for advice about the following situation: a four year university has a blind professor in the psychology department. He has been using College Work-Study students to read for him, but since College Work-Study money is drying up, what other suggestions for paying his readers can be made?

A. We consulted a variety of people for this answer. Several directors of disabled student services provided names and addresses of blind professors on their campus who could be contacted by the blind professor in question. Mainstream, Inc. advised that the University has a responsibility under Section 503 of the Rehabilita-

tion Act of 1973 to make reasonable accommodation so that the professor can do the essential elements of the job. Reasonable accommodation can be made in a variety of ways including paying for readers, buying a reading device (Kurzweil Reading Machine or an Opticon or whatever the professor needs), or helping the professor arrange for volunteer readers. A blind program director who used to teach suggested that the professor can probably acquire all of the course material on tape or in braille, but that the things he must rely on a reader for are grading exams and papers as well as the routine departmental and university activities—especially keeping on top of memos! Readers must be provided for the professor to do these essential elements of his job. The National Federation of the Blind suggests that there are a variety of ways that this can be done. The professor can pay for reader service himself. The University can pay. The professor might use his allotted secretarial time to have the secretary read to him. Or the professor can—and probably has—developed a network of friends, family, and students on whom he can call occasionally to read. Make use of voluntary community groups who might record term papers, for example, which the professor can listen to (thus eliminating the usual problem of scheduling reader services). The University can help by securing a list of community groups which tape or braille from the Library of Congress, Library Service for the Blind and Physically Handicapped, Consumer Relations Section, 1291 Taylor Street, NW, Washington, DC 20542. (202) 287-5100. Seek donation of funds to underwrite reader services from community organizations. Using the variety of ways to provide reader services can cut the cost of the actual number of hours the University would have to pay for them.

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